**Unit Schedule**

*Notes to instructors: We suggest that you do not pass out the* ***assignment sheet for Unit Two*** *until students have started thinking about curiosity (end of week 6). There are just a lot of moving parts here, and it might be confusing to get everything thrown at them at once.*

*A quick reminder to instructors: Additionally, While we haven’t scheduled anything in here to talk about revision yet (or until the last week), it may be useful to begin talking about the Final Portfolio once you return Unit One to the students-- and to add in conferences, and/or a discussion or a discussion forum to talk about plans for revision. This will allow students to begin thinking about the fact that Units One and Two will be revised early on-- and give them the opportunity to start working on those revisions if they’re so inclined.*

**Week 6: Sept 29-Oct 2**

*No Classes Sept 28.*

*Tuesday, Sept 29 classes will follow Monday Schedule*

**Begin UNIT 2 -- Reflective Annotated Bibliography**

Goals for the week:

1. Complete a (somewhat) difficult reading as a class.
2. Transition from Unit One to Unit Two.
3. Introduce Unit Two
4. Introduce the concept of “research as discovery”
5. Students come up with a general idea of a topic for unit two-- they don’t need to be specific yet.

**Due by end-of-day Day One**

**WATCH: Brief Instructor Video (this is optional for instructors, but may help. You may also just want to write this up as an announcement):** *We’re done writing education narratives, but I do want you to think about a couple of things before we move on to our next unit, which is about curiosity—and those are, basically: how do people get curious? How do they lose curiosity? What are YOU curious about? We’ll be spending this next week reading and thinking about those types of questions (and later this week, I’ll introduce unit 2).*

**READ:** “A Talk to Teachers” by James Baldwin. <https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin_atalktoteachers_1_2.pdf>

**WRITE:**  Blog Post (at least 300 words) In “A Talk to Teachers,” James Baldwin writes:

I would try to make [the student] know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him. I would teach him that he doesn’t have to be bound by the expediencies of any given administration, any given policy, any given morality; that he has the right and the necessity to examine everything.

First of all, what do you think of what James Baldwin was saying? What do you think he means when he says “the world is larger?”

Secondly, what do you think you have the “necessity” to examine, or the obligation to learn more about? To put it another way: what do you wish had been taught to you in school that wasn’t? Why do you want to know about these topics?

**Due by end-of-day Day Two**

*Note to instructors: It may be helpful to create an instructor video explaining Unit 2. Try not to get ahead of yourself explaining what the entries of the reflective bibliography will entail. There is a handout that will help them with that once they have gotten some research together. For now, it will likely be most useful to give students an overview: they will be doing research on a topic they truly care about. You will help them find those topics if they can’t think of something. Documents like annotated bibliographies are used both in academia and outside it to help us remember what we’ve researched and learned. If you have a synchronous class component, you may want to discuss this instead of showing a video.*

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**READ:** “Research Starts with a Thesis Statement” from ***Bad Ideas about Writing***

**READ:** <https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn>

**WRITE:** Blog Post, (at least 300 words) What is something you were interested in when you were a kid? Are you still interested in that topic? How did asking questions help you learn more about that topic?

If so, how has your curiosity changed and grown over the years? And what role did the educational system play in your curiosity (good or bad)?

If you are not interested in this topic anymore, what do you think happened to that interest? Do you remember the specific time you LOST interest? What did you become interested in instead (and why?)

**READ:** ESSAY TWO ASSIGNMENT SHEET (above)

**THINK:** Start thinking about a topic you are interested in, something you might want to know more about. This can be something heavy, like police brutality, or it can be something that seems on the surface more light-hearted, like ballet. The only criteria is that you are actually curious about it.

This may seem like strange advice, but it can be helpful to go for a walk and think about topics you’d like to write about. Come home and jot down a few notes. By (***week 6 day 1***) you will be expected to have some idea of a topic you’d like to research, even if it’s a bit vague.

**WRITE:**  (optional): if you have any questions about the assignment or your topic, email me! We will brainstorm more and narrow your topics down more next week.

### **Week 7: Oct 5-9**

Goals for the week:

1. Narrow down vague research topics into researchable questions
2. Encourage collaboration
3. Learn about the library and research
4. Get research questions approved

***Note to instructors:*** *Here, we strongly suggest that, if your course has a synchronous component, you hold a class meeting to brainstorm essay QUESTIONS (directed research questions, which this week is set up to find, are much better for research than just vague topics). If your course is entirely asynchronous, you should expect to make yourself available via office hours or email this week to help students brainstorm ideas.*

*The most important thing about this unit is that students are curious about their topic. The other important things are that the question is researchable (not just a yes or no question, has depth, etc…) and that the student doesn’t already know the answer. This is not an opinion essay (“Why should marijuana be legalized”) but an investigative essay (“How did prohibition laws affect marijuana laws, and with that in mind, how likely is it that marijuana will be legalized on a national level?”)*

*To do the peer review process, you might consider putting students into affinity groups, letting students with similar questions and interests be the ones reading and helping each other as the Research Questions and Source Analyses are posted, and ultimately for the peer review of the final Annotated Bibliography.*

**Due by end-of-day Day One**

**READ (and comment):** Read at least two (2) of your colleagues’ entries from last week (can be either the Baldwin response or the curiosity response). Do any of these spark *your* curiosity?

Comment on at least two of your colleagues’ posts. **Here, I would like you to help them figure out topics they might research.** So if you see someone who feels stuck, but they mention something they used to be curious about as a child, maybe you can help them find a topic that grows out of their childhood curiosity. Or if they responded to something from the Baldwin article that they really feel they should’ve learned about in high school, point out that that might be a starting point for their research. Remember that curiosity is contagious-- if something about a colleague’s blog post makes YOU curious, let them know. That might get them interested too!

And please! If you see someone without any comments, do your colleague a favor and drop them a line instead of saying something to the person who already has 17 notes. If someone is just totally stuck, ask them a few questions that you feel would help you!

**WRITE:** Please fill out the following Google Form. It will take you 30-40 mins. This will ask you a few questions about your topic and ask you to do about 10 minutes of Internet research on your topic, so you should have some topic (even if it’s vague) in mind:

[***KWL+ GOOGLE FORM***](https://docs.google.com/forms/d/e/1FAIpQLSfeXvIzr3FNWOxfcPG2SEZzV6oO1u9oJHuXR_KlA7SYIbOHEg/viewform?usp=pp_url)  (link)

When you are finished with your form, write a blog post with your proposed research question (that would be the final question on the form). If you’re trying to decide between two questions, post them both! You MUST do the form first!

You MUST get your topic approved by me before you move on to step #2 this week! This isn’t so I can tell you what is and isn’t worth knowing about. *Everything* is worth finding out more about! But some questions will not be the “right size.” We have a few weeks to work on this-- so we don’t want something you could answer in 5 minutes. We also don’t want a question that you won’t be able to make a dent in in the semester. Keep in mind, you don’t have to finish answering your question, either-- it’s okay if you just find out more and deepen your understanding.

*Note to instructors: You can just copy and paste the questions from the Google Form into a form yourself. You must make your own form, otherwise, all your information will get sent to me and I can’t be responsible! Just make sure students can’t sign in anonymously! You can also have students follow the instructions below, though the form is easier. Alternately, you can just have them post a research proposal, but I do find that this really helps them get to deeper, better questions.*

(If you do not use the google form, you can use the following instructions. They are duplicated in full on the Google Form.)

Write a new blog post of your own by (***end of due date 1***) explaining the topic you think you want to write about. You may find your topic anywhere-- from Unit One to the blog posts we wrote last week, to your peers’ blog posts! (It’s really okay if two people write about the same topic-- I promise you).

What is important here-- and I can’t stress this enough-- is that you research something you *want* to know more about, not something you think you already know the answer to. You may be curious to know why there are so few African American ballerinas in major companies, or you may want to know how much “housing projects” have changed in New York since James Baldwin wrote “A Talk to Teachers” in 1963, or you may want to know what we really learn from playing computer games. Just be curious. Write it in question form (it can’t be a yes-or-no question, though)

Okay, here’s what to write in your post. There are a few steps, but it’s really not long. You will need a timer (maybe use the timer on your phone). This is what we call a KW/L+ entry. You can set this to private if you like.

1. **Topic**: Write down your topic. This might be a question, or you could just be writing a general overview (“Why aren’t there many black ballerinas?” or “black people in the ballet.”)
2. **K- KNOW:** Set your timer for five minutes. Write that whole time (but not longer!) about what you KNOW about your topic. It is important that you don’t pause here, so if you are stuck, write “I’m stuck!” But just keep typing. If you want to write by hand, that’s fine too-- you can just take a picture and post it on the website.
3. **W-WANT:** Another five minutes. Same thing-- you’ll write that whole time. This time, write what you WANT to know about the topic.
4. /- Here is where you do a little bit of research. Again, time yourself-- spend 10-15 minutes on the Internet looking up your topic.
5. **L-LEARNED:** Another five minutes. Again, write the whole time. Write what you LEARNED from your 10-15 minutes of internet research.
6. **+-STILL WANT TO KNOW:** This is the most important question (but we had to do all of the above to get there!) After doing very basic internet research, what are some questions that you still want to know? Pick one or two of these out that you think would make a good research topic!

**Due by end-of-day Day Two**

*Note to instructors: another useful reading about research methods is: “Googlepedia: Turning Information Behaviors into Research Skills”* by Randall McClure. <https://wac.colostate.edu/books/writingspaces2/mcclure--googlepedia.pdf>

***At this point in the semester, there will be a virtual library visit. We’re still in conversation with the library folks about what this will look like. I will get back to you just as soon as I know!***

**READ:** “Navigating Genres” by Kerry Dirk <https://wac.colostate.edu/books/writingspaces1/dirk--navigating-genres.pdf>

**WRITE**: Write a blog post (at least 400 words) in which you introduce your research question (remember to get it approved by me first!) You *must* cover all of the questions in bold:

* **Why are you interested in this question?**  (Feel free to talk about your own personal experience with the topic, or to tell an anecdote about your experience with this subject matter)
* **What do you expect to find in your research?** (*Why* do you expect to find this?)
* **What will you do if you find information that goes completely against what you had expected to find?** (Will you throw it out? Will you write about it anyway? Will you challenge your own assumptions?)
* **What genres do you think might give you good information?** (What is it about those genres that make them good potential sources?)

Spend some time on this-- because this will serve as the first draft of the introduction for your annotated bibliography!

## **Week 8: Oct 13-15**

*No Classes Oct 12.*

*Wed Oct 14 Classes will follow Monday Schedule.*

Goals for the week:

1. Learn more about genre
2. Start doing the research!
3. Get some feedback on research, if possible.

*Note to instructors: This week, students are asked to begin posting their research. This should be the bulk of the work and, if you are at all able, it will be helpful to check in and see that they are on top of it and their research is going pretty well. In fact, this might be a good time to schedule 1-1 conferences.*

*Please try to comment on at least one source entry per student. That said, you only need to provide feedback on one source entry per student, just to make sure they’re doing it correctly.*

*If your class has a synchronous component, you will want to discuss the different genres students are familiar with (as outlined in “Navigating Genres,” not literary genres, per se) and the different rules of those genres.*

*If your class is fully asynchronous, this would be a good time to do a video mini-lesson about genre: what it is, what genres do, etc., since they read “Navigating Genres” last week.*

*For peer review, you may want to put students into “affinity groups,” that is groups with similar topics so the students can give each other suggestions and feedback before the draft is due. They can also share resources that they can use for Unit 3.*

**Due by end-of-day Day One**

**RESEARCH:** continue your research!

**READ:** Graff & Birkenstein, “Chapter 3: As He Himself Puts It - The Art of Quoting”

<https://canvas.uw.edu/courses/915212/files/28555152/download?verifier=HJ6SFj8jLsPCvE2TH17gz2aT5deBXImp3ItoFnpD&wrap=1>

**WRITE**: One “Source Entry” Draft. Post on website. Make sure you have at least one “quote sandwich” in there. Use Graff & Birkenstein to help you set it up: remember to introduce, explain and analyze your quote!

See annotated bibliography handout for guidance in writing a source entry.

**Due by end-of-day Day Two**

**READ**: your sources!

**WRITE**: Two more “Source Entry” Drafts. Post these on the website. (See annotated bibliography handout)

### **Week 9: Oct 19-23**

Goals for the week:

1. Finish research
2. Write conclusion
3. Consider presentation for an online format
4. Read the work of peers
5. Provide feedback to peers

**Due by end-of-day Day One**

**READ**: (and comment): Read and comment on at least two of your colleagues’ source entries. What did you learn by reading this entry? What surprised you? What don’t you understand (and what do you need to understand better?

**READ**: Your sources! Keep in mind, you will have to be finding new sources throughout this process if you don’t like those you already have.

**WRITE**: last Source Entry, Conclusion (see annotated bibliography handout). Post on website.

**Due by end-of-day Day Two**

**READ**: CLEAN UP YOUR MESS ([visualmess.com](http://www.visualmess.com/))

**WRITE:** I’ve started a quick discussion board post about document design and reading online. You will just go to the website and post your reply to my question as a comment. Please feel free to comment on what your peers say as well.

*Questions: What are your pet peeves about reading online (or even off)-- I’m not talking about the meaning of the words here, I’m talking about the layout and design. What makes a website “messy?”*

*How will it help you as a writer and a communicator to think about clean design in your own writing? What are a few simple things you can do right now to clean up your presentation for Unit Two?*

**WRITE:** compile your bibliography, put it together into a document. **Post rough draft of annotated bib and reviewer’s memo on website**. The Reviewer’s Memo should address these three things:

1. **This is what I intended to do:** Here’s why I wrote it. What I hoped it would do. What I want people to take away from the piece.
2. **This is how I feel about the project so far:** how I think it’s going, what problems I’m having, what I think is working, and what I think I need help with, what I’m proud of, etc.
3. **Here are other questions/issues I would like the reviewers to look at such as:** what do *you* think is working? What is confusing? Do the Source entries address the things they should (author, audience, genre, etc.)? Have I mentioned or used something from the readings? If this were your essay, what would you do next?

## **Week 10: Oct 26-30**

*Oct 29th Midterm grades are due to students*

Goals for the week:

1. Peer Review of Annotated Bibliography
2. Turn in Draft of Unit 2 - Annotated Bibliography

**Due by end-of-day Day One**

**READ:** Two assigned peers’ essays including their Reviewer’s Memo at the end of the draft.

**WRITE:** Remembering what DePage says about positive peer response, do these two things to respond to you peers’ Drafts:

1. Use the Comment feature to make comments as you go – things you really liked, places where you wanted to ask questions either about what they’re saying or what else you would like to know. Here are some prompts for the kinds of Comments you can leave:

* I liked ( ) because ...
* I got this from reading your work:
* I found this part interesting ( ) because...
* I got confused here ( ) because...
* I wanted to know more about because...

1. At the very end, leave an overall comment where you include at least one key quote that stands out to you. You’ll use what’s called a “quotation sandwich”: introduce the quote, summarize the quote, respond to the quote explaining why you chose it. It will be very important to pick an appropriate quotation to respond to -- one that expands on your Comment so that the writer can get a good idea what your Comment meant.

**Due by end-of-day Day Two:**

Unit Two Due! Make sure to look over assignment sheet to see you have all the components!